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ABSTRACT

This document reports on a study tour of Canadian schools conducted by the Sri Lanka Ministry of Education. The purposes of the tour were to: develop an awareness of the scope of modern school library programming; investigate the aspects of implementation of a modern school library program including staffing, facilities, educational programming, resources, staff training and development, advocacy, policy and procedures work; prepare leaders to work on the implementation of a school library development plan and educational program for peers and colleagues upon return to Sri Lanka; and assist in advising the NILIS (National Testing and Assessment Institute) on education and training needs for the field. More than 20 sites were visited in Vancouver and 13 additional sites were observed in Edmonton and Sherwood Park, Alberta. More than 50 individuals were interviewed or engaged in discussion. The recommendations for this report summarize the main findings gleaned from the study tour. The report consists of the following sections: (1) Introduction; (2) Purpose of the Study Tour; (3) Defining the Concepts; (4) Component Services Observed and Examined; (5) It Takes a Whole Community to Educate a Child; (6) Training Needs for a Teacher Librarian; (7) Summary; and (8) Recommendations. A final section of appendices includes tour schedules; lists of contacts with their institutions; sites visited; Sri Lanka school Library & Information Services (SLIS) Mission Statement; Sri Lanka guidelines for SLIS programs; and bibliography of documents collected for sharing with professional colleagues. (AEF)

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SRI LANKA - CANADA

SCHOOL LIBRARY & INFORMATION SERVICES PROGRAMME COMPONENTS :

A School Library Study Tour

undertaken by

Mr. W. Dharmadasa, Director of Education
School Library Development Unit
Ministry of Education
SRI LANKA

from
09 -24 March 2001

in
Lower Fraser Valley Mainland
Vancouver, British Columbia, Canada
and
Edmonton, Alberta, Canada

Final Report Analyzed and Synthesized
by
Gerald R. Brown
Consultant

IR058103

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Co-ordinator and host for the Director's Study Tour was Mr. Gerald R. Brown, Consultant, School Library and Information Services, 3403 – 55 Nassau Street North, Winnipeg, Manitoba, Canada. He also wrote the synthesis and draft for the final report. He may be reached by electronic mail at <browner@escape.ca>

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In British Columbia, Canada
Burnaby School District No. 41
Coquitlam School District No. 43
Delta School District No. 37
Surrey School District No. 36
Vancouver School District No. 39
Burnaby Public Library
Vancouver Public Library
In Alberta, Canada
Edmonton Public Schools
Elk Island Public School
Edmonton Public Library

University of British Columbia. Faculty of Education
UBC School of Library, Archival and Information Studies

University of Alberta. Faculty of Education
Teacher-Librarianship by Distance Education Program
U of A. Knowledge Common

If YOU give people the 'why', they will find a way to do it.

****

If the heart is willing,
it will find a 100 ways to do something.

If the heart is not willing,
it will find a 1000 excuses not to do something.

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1. Introduction

In 1998 the Ministry of Education for Sri Lanka entered into an agreement with the World Bank to undertake an Educational Reform Strategy entitled General Education Project II. Since that time there have been various projects undertaken by the Minister, including training programmes by the National Library and Documentation Service, course writing for the National Institute for Education, the development of Teacher Centres, provision of Computer Labs to selected schools, distribution of reading materials to selected schools, facilities revision and new buildings for school libraries in several areas, the Book-Based Language Development Programme, The National Testing and Assessment Institute, the Teacher Education and Teacher Deployment Project, and the writing of course work for the National Institute for Library and Information Services.

As part of the NILIS report (February 2000), it was recommended that officers from the Ministry, the Provinces and the Zonal service should have the opportunity to travel on a study tour to Canada, Australia, and the UK.

In the fall of 2000, the Ministry contacted a consultant in Canada to prepare a proposal for the study tour of the Mr. W. Dharmadasa, Director, School Library Development Unit, Ministry of Education. The tour came to fruition from 09 - 24 March 2001. The purpose of the tour was to become familiar with the scope of modern school library and information services by observing them in action, discussing the implications with Administrators in the schools, districts and at the provincial and university levels.

In total, more than 20 sites were visited in Vancouver and 13 additional sites were observed in Edmonton and Sherwood Park, Alberta. More than 50 individuals were interviewed or engaged in discussion.

The recommendations for this report summarize the main learnings gleaned from the study tour. It is hoped that they will have application as the School Library Development Project proceeds.

2. Purpose of the Study Tour

The purpose, as quoted from the original proposal, is:

1. To develop an awareness of the scope of modern school library programming.

2. To investigate the aspects of implementation of a modern school library program including: staffing, facilities, educational programming, resources, staff training and development, advocacy, policy and procedures work.

3. To prepare leaders to work on the implementation of a school library development plan and educational program for peers and colleagues upon return to Sri Lanka.

4. To assist in advising NILIS on education and training needs for the field.

3. Defining the Concepts

3.1 What is a school library ?

The participants in these interviews described a school library as a place where certain kinds of activities occur. The following list summarizes those discussions:

A School Library is a PLACE WHERE ...

1. children **learn how to solve their own problems** / questions / needs

2. teachers take students to **practise problem solving skills**

3. teachers and teacher-librarians work as a team to help students become successful **independent learners**

4. the joy of **reading for pleasure** is created and nurtured for all ages

5. **information can be organized** so people can find answers quickly and easily, and where there is a trained person to help with these searches

6. individuals and groups can learn and practise using **new technologies** as tools for their personal skill development and learning

7. Students can **make materials** that show that they have the skills to organize new information and ideas, can draw conclusions, and can demonstrate a change in their knowledge, attitudes and behaviours

8. teachers can get help to teach their subjects or courses, and can learn how to use **alternative teaching methods** with a supportive colleague

9. resources and information can be obtained from places **outside the school**

10. people can go easily and quickly, like near the **centre of the school**

11. large quantities of materials can be **systematically arranged** to support the regular teaching curriculum

12. people **feel welcome** to come and enjoy the pleasant working conditions and inviting environment

13. people can know that they will be able to find **current information** on topics of particular interest to them

14. technology for the school is **housed and co-ordinate**, with an individual in charge who knows how to use the tools, and who is willing to help teachers and students learn to use these tools as a regular part of individual learning

3.2 What is a school library and information services (SLIS) programme ?

The SLIS programme is the educational component of what happens in the space designed for the school library in collaboration with the activities in the classroom.

The programme is driven by the curriculum needs of teachers and students. It is designed to relate resources to teaching and learning styles for both individual teachers and the unique needs of each student.

The programme is managed by a teacher-librarian who part of a **teaching team**. Several principals outlined this role as follows:

1. **planning** between two individuals to ensure that the content needs are met for the student whether in the classroom or in the library, and by either of the team members

2. **designing** projects, assignments or activities that will ensure that the students develop the appropriate skills to be successful in completing the learning opportunity

3. **sharing the preparation** of materials for the activity, in the form of handouts, worksheets, study guides, pathfinders, bibliographic style sheets, and website lists

4. **ensuring** that the appropriate **space** has been scheduled for the students to be able to work uninterrupted for as many periods as is necessary to complete the activity

5. **sharing the teaching** in the classroom, in the library, with large groups, small groups and individualized situations

6. **mentoring** by teacher-librarian to the teacher and or students as needed

7. **providing feedback** to students at appropriate times as they work through their activity, and also as part of the final assessment process.

The teacher-librarian has a role in **evaluating** the success of the project from the point of
appropriate use of resources,
achievement of students to meet the information skills required for the project
completeness of students work at various stages of the project
quality of the finished product
content, in collaboration with the teacher

The teacher-librarian has an obligation to ensure that the SLIS is organized and managed in such a way as to make these education and learning options possible. This requires that all the management activities must be completed without prejudicing the professional time and space to the student needs.

3.3 Components of a School Library & Information Services Programme

The following chart shows the various components that must be present to have a true SLIS programme in any school. The degree of each component relates directly to the educational programme of the school, and will vary from time to time. It is important that there be a balance of activities to fulfill these needs.

3.4. Definitions of terms related to SLIS used in this document

A compilation of terms used in this tour by school, district and Ministry personnel is provided. One will note that frequently there is more than one term used in different parts of the country for the same concept. This is a matter of local applications.

DEFINITIONS

Advocacy

The planned activities undertaken to inform stakeholders in education about the role of the school library, the school library staff, and the school library programme in the educational programme of the school. Both formal and informal communications and interactions are undertaken with specific purposes in mind.

BigSix

A method of information problem solving designed by Michael Eisenberg and Robert Berkowitz that addresses six steps in the process: 1. Task definition, 2. Information seeking strategies, 3. Location and access, 4. Use of information, 5. Synthesis, and 6. Evaluation. The method has application in all content areas and blends independent learning skills through process learning with the curriculum content in a child-centred approach.

Child-centred Learning

Methods of instruction which places the interests of the child as the focal point in curriculum design, and which capitalizes on the student's unique interests and abilities, while orchestrating mastery of skills and content as required to fulfill the requirements of the age or grade level.

Content Learning

The designation of specific content, information, or understandings which must be mastered in order to meet a specific requirement, and the methodology to undertake such teaching and learning

Cooperative Planning and Teaching (CPT)
Cooperative Planning, Teaching and Evaluation (CPTE)
Collaborative Planning and Teaching (CPT)

An instructional model in which the teacher and teacher-librarian become collaborative partners in the planning of the instructional process, in the use of resources, and in the evaluation of the teaching and learning outcomes.

Information Literacy

The ability to : recognize the need for information to solve problems and develop ideas; pose important questions; use a variety of information gathering strategies; locate relevant and appropriate information; assess information for quality, authority and authenticity.

Includes the abilities to use the practical and conceptual tools of information technology (print, non-print, and electronic), to understand form, format, location and access methods, how

information is situated and produced, research processes, and to format and publish in textual and multimedia formats, and to adapt to emerging technologies.

Independent Learning Skills (ILS)
Information Literacy Skills (ILS)
Managing Information Competencies

The skills that one must learn to be an independent life-long learner, usually identified in a scope and sequence matrix which correlates the age, grade and skills needed to master the content and processes used in the instructional process. The skills are usually developmental and cyclical in nature. They may be introduced at one level, re-taught at another, and re-enforced at another level of sophistication as the student progresses through the educational system.

These skills are commonly used in problem solving situations, and are fundamental to the development of higher order thinking skills.

Both the instructional staff and the student are responsible for managing these information competencies as learning is individualized to meet personal learning styles and abilities.

[The title "Managing Information Competencies" is a term introduced to mollify the concerns of administrators and teachers that teaching students to become independent learners may lessen the teacher's control over the learning process. It is the contention here that there is a need for the skill development process, regardless of what it is called.]

Integrated Instruction

The application of the Independent Learning Skills (ILS) and/or Literary & Cultural Appreciation (LCA) skills as an integral part of the teaching and learning processes within the regular curriculum. These skills are identified as part of the learning outcomes for each lesson or activity.

Literary & Cultural Appreciation (LCA)
Literacy & Cultural Appreciation (LCA)

Relates to the development of the ability to read, to enjoy reading and to appreciate literature as a form of cultural communication.

The techniques used to encourage and promote reading including storytelling, story reading, book talks, discussions and other promotional activities.

The skills of appreciating authorship including how an author and/or illustrator works, the literary elements of theme, setting, plot, character development, use of language, point of view. These skills may be delineated in a scope and sequence chart according to the developmental levels of learners. These skills are cyclical in nature, and may be introduced at one level or in one context, re-taught at another, and re-enforced by application at subsequent grade or age levels.

The skills of appreciation in literature have parallel skills in relation to the various other fine art forms, and can be learned in similar patterns.

Media and Technology Skills

Relates to the skills necessary to use media in audio visual and electronic formats to access information for a particular need

Includes the ability to produce audio visual materials as a method of synthesis of ideas

and demonstration of what has been learned

Includes the ability to produce electronic format materials (e.g. power point presentations, hypertext materials) to demonstrate the results of analysis of information collected from various sources, and to exhibit the synthesis of one's own new learnings.

These skills are normally identified and listed as part of the independent learning skills continuum scope and sequence charts to guide the acquisition of information literacy for each individual.

Media Production

The creation, editing or production of material in print, non-print or electronic format to be used for instructional purposes, to fill a specific information need, or to demonstrate a new skill or knowledge mastery

Organization & Administration Functions (O & A)

The management of the school library as a learning centre for the school includes all operations related to (1) developing an annual outline of programme of goals and objects with a (2) strategic plan of action to implement these goals; (3) materials and equipment selection, ordering, acquisition, cataloguing, classification, (4) data entry into automation systems, and the regular maintenance of such data; (5) materials and equipment scheduling and circulation; (6) materials and equipment care and maintenance; (6) inventory and control functions; (7) weeding of the collection; (8) materials / media production; (9) library staff training, supervision and management; (10) facilities arrangement and utilization; (11) records management; (12) statistics collection, analysis and use; (13) publicity and public relations with administration, staff and students; (14) policy development; (15) interaction to facilitate inter-agency collaboration; (16) programme evaluation, feedback and re-cycling for congruency with the educational goals and objectives of the school.

Problem Solving Strategies

A method of involving students in learning by using the inquiry method to address a problem that has been created or constructed by the students under teacher direction.

It focuses on the steps of clarifying the problem; identifying known information; deciding what still needs to be learned to answer the question; information seeking strategies; analysis skills; and synthesis skills to produce a response to the problem that has required creative thinking and critical analysis skills.

Process Learning

A methodology that focuses on the child and what the child already knows to use problem solving strategies, independent learning skills, and information literacy approaches to address the principles and concepts required in the curriculum, and extend learning to the world outside the curriculum.

Reference & Information Services

Helping the client to find the information needed to resolve a specific question; including the modelling to the client of techniques in problems solving so that the client can practise personally in a similar situation in the future.

Normally this service would involve using materials from a non-circulating collection,

resources in electronic formats, or access to information from external agencies in the community.

Regional Resource Centres
Regional Teacher's Advisory Centres
Teacher Centres

An agency with staff and resources to serve the educational and instructional needs of a region or group of schools as support to the school library and information services programme, to the teaching and administrative personnel in the area, and to provide services which might be too expensive to provide at each individual school.

Some services which could be included in such a centre could be Content Consultants; Pedagogical or Methodological Consultants; Professional Development Services; Reference and Information Services; Specialised equipment, resources or tools; Professional publications; Equipment maintenance and repair services, Media production services and assistance.

Resource-Based Instruction
Resource Based Learning (RBL)

The concept that learning is based on a problem-solving approach that is planned and developmental, and requires that students develop appropriate information learning skills to enable them to locate, analyze, comprehend, and synthesis the information they need from a collection of specially selected resources appropriate to the topic under consideration. Two basic components of RBL are (1) the development of an independent learning skills continuum (ILS) and (2) cooperative planning and teaching (CPT).

School Library
School Library & Information Centre
School Library Media Centre
School Resource Centre

The instructional centre in the school that coordinates and provides on site and off site access to information, resources, services and programmes that integrate information literacy, the intellectual access to information, with teachers, to develop independent learners who are effective users of information and ideas and committed to informed decision-making.

School Library Programme

The collaboratively planned and taught units of study developed though the shared expertise and equal partnership of classroom teachers and teacher-librarians based on the principles of resource-based learning and designed to achieve the educational goals of the school.

School Library Staffing

School Librarian

An experienced teacher who has completed post graduate studies in librarianship, and/or computer science, and/or educational media technology and who has completed specialist courses in school librarianship. This staff member would normally work in a large school and

would supervise a staff of other professional colleagues and support staff, and would report directly to the Principal.

Teacher Librarian

An experience teacher who has an undergraduate degree in a school content teaching area, an undergraduate degree in librarianship, or who has competed specialist courses in school librarianship.. This staff member may work in a large school as the second librarian, or alone as the person in charge in a medium size or other school.

Professional Librarian

A graduate from a Bachelor or Master of Librarianship programme, this staff member would work under the direction of either a school librarian or a teacher librarian in a large school. By completing the specialist courses in school librarianship and acquiring a teaching certificate this individual would qualify to work as a school librarian.

Teacher In Charge of Library

In some smaller schools, there may be a teacher who is assigned responsibilities for the operation of the library & information centre. This individual should have completed either a certificate or Bachelor of Education , and have taken specialist courses in school librarianship, or be pursuing either a Bachelor or Master's Degree in Librarianship.

Library Support Staff

Depending on the size of the school, some differentiation of the following staff will be required.

Technician (s)

Library Technician: An undergraduate from a Bachelor of Arts in Library Science, whose training and expertise would enable this staff member to conduct many of the Organization and Administrative functions of the school library,

Audio Visual Technician: A graduate from a Educational Media & Technology programme, whose training and expertise would enable this person to manage the media production needs for the school (or region) using appropriate technologies; who would be expected to be able to do appropriate equipment maintenance and servicing; and who would be able to assist both teachers and students in learning how to use the equipment and tools effectively, and to make recommendations to the Supervisor respecting developmental needs of the school.

Electronics Technician: A graduate from a Bachelor of Computer Science programme, or equivalent studies at a technical training college who would be able to manage the computer systems within the school (or as related to regional or district services), to do maintenance and service functions as needed, and would be able to assist students and teachers in the effective use of the various networks, software and CD-ROM products for data collection, data analysis, and media production appropriate to their needs, and to make recommendations to the Supervisor

respecting developmental needs of the school

In a large school, the technician(s) will work under the direction supervision of the School Librarian to perform such tasks as may be necessary to facilitate the activities of the school library & information services programme for the school.

In some large schools it might be advantageous to have more than one technician with specialized skills.

Regional Resource Centres might employ technicians to service the computer and audio visual equipment maintenance and repair needs of smaller schools in a local area.

Library Secretary

An individual who has completed at least high school , and with good organizational skills, competence in accounting, ability to handle standard computer resources, and with good interpersonal and communication skills.

If there are other library clerical staff members, they would work under the supervision of this person.

Library Clerk

An individual with good interpersonal and communication skills, who is knowledgeable in school library routines, circulation and maintenance functions, and other tasks as necessary to keep the information centre attractive and operating smoothly.

This staff member will work under the direction of the Secretary, or directly under the Teacher Librarian where there is no senior secretary.

4. SLIS Component Services Observed & Examined

4. 1 Ministerial Mandates

In Canada there is NO FEDERAL Ministry of Education. There may be several advisory bodies related to special education, vocational education, and grant structures. None of these bodies have authority over the decisions made at the Provincial level

There are collaborative bodies that work together among the provinces to design regional curricula and assessment tools, e.g. Western Canadian Curriculum Consortia. However, after the work is done by the Consortia, it still must be ratified by each Provincial Ministry of Education.

Each Provincial Ministry has a full range of services and leadership staff for the provision of education in its geographic area. Both public and private schools operate under these same provisions, and must follow the same curriculum. In order to graduate from a senior high school, standard exams are written across the province. However, a portion of the grade for these exams is determined by the local school based on assignments and other activities recorded on a cumulative basis throughout the year. Content is assessed in these final exams; however, skills related to process analysis and problem solving are also included in all curriculum examinations.

Each Provincial Ministry provides a leadership and administrative team to help the District Offices to fulfill the obligations of the Education Act for the Province. Curriculum guides are written and designed by practising classroom teachers working in committee, and on special contract. These documents are field tested before distribution. Each document will outline

the required curriculum content topics for the subject area,
the independent learning skills related to each topic,
the methodological approaches considered most appropriate to the content, grade & age
the resources that should be acquired to implement the new programme, including
alternative texts to be chosen to fit the local need,
the support materials to implement the units of study
the multi-media and technology resources for the unit.

Each Province is further divided into Districts / Divisions according to population and geographic factors. Each District elects a Board of Trustees to collect taxes, receive grants from the Provincial Government, ensure that the curriculum is implemented, and see that the necessary resources and facilities are provided to reach the goals determined by that Board within the Provincial guidelines and requirements.

Each District will hire a Chief Education Officer, variously titled Director of Education or Superintendent of Education. This officer advises the Board on policy and practise, and carries out the leadership functions in the District. This officer is responsible for all staffing matters in the District. In Canada at this time, a great deal of discretionary power is devolved to these authorities, with the Ministry providing funding grants and operational guidelines. The Board is

ultimately responsible for seeing that its Officer and staff fulfill the requirements of the Education Law.

4.2 Facilities and Collections

In each of the schools visited on this tour, there was a school library facility. Many of these were designed according to specifications recommended by the Provincial Ministry, but implemented by the local authority. Frequently the specifications of the local authority were superior to the provincial requirements.

Each school library would contain a variety of spaces according to the kind of activities that went on in the setting. The following are an example:

Reading Space
Interaction Spaces
- Small group space
- Whole class size
- Technology space
- Catalogue and Access to records space

Storage space
- Collections
- Equipment

Work space
- Office, workroom, teacher preparation space
- Circulation desk
- Files storage
- Communication tools, phone, fax, Internet

It is very difficult to statistically record the size of the facilities or the collection observed in this tour, since the schools varied and size and this data was not systematically collected.

In general all elementary libraries had a library space, centrally located in the school and equal to approximately three classrooms in size, with an attached computer laboratory, and the workspace located so that the total library space could be visually supervised by any worker in that location.

In the secondary schools, the libraries were usually larger, and often covered a five or six classroom equivalent. Most had sufficient chair space to accommodate up to three classes at any one time, and room for individual access as needed. Many have enough computers to accommodate at least one class in research activities. Other computer laboratories are located elsewhere in the school, which are also networked to the library databases.

All libraries where handicapped / wheel-chair accessible.
Many libraries were located close to the school office.
All libraries had good attention to colour, decoration, and clarity of signage.
All libraries exhibited a friendly and welcoming atmosphere.

The collections in all these schools were substantial. Some have been operating for a

long time. Others were nearly new. In both cases, the average number of titles of print items per child would have exceeded fifteen (15) items at both elementary and secondary levels.

Many schools have the necessary equipment to show video cassettes, slides, film strips, overhead projections. This equipment is usually on wheeled carts so that it can be moved from one classroom to another as needed.

Computers are beginning to take an important role in all school libraries. They are usually installed first to provide an automated access to the records for the collection.

The libraries had many workstations that were equipped with purchased software programmes including encyclopedia, reference tours, learning programmes, etc. The work tools that would allow for word processing, spreadsheets, and graphic design were usually all found on the terminal work stations. Usually all the computers in the library were networked to one server in the library workroom, or else networked throughout the whole school and managed from a central server in the technology department.

Most schools had Internet connections, which the teacher-librarians were integrating into the regular teaching programs.

Funds for the facilities and collections come from the Provincial government, from school fund raising activities, and from corporate donations. Additional funds would come from the subject curriculum departments that recognized the value of having their specialized resources housed and managed effectively from the school central library services.

Sri Lanka educational tour individuals are encouraged to examine these various designs and options. With a clearer background in the central role that the school library plays in the education process in North America, a vision of what can be done in the homeland is possible. Without a vision, the implementation may lack direction and focus.

Nothing great was ever achieved
without enthusiasm.

Ralph Waldo Emerson, 1803 - 1882

4.3 Pedagogical Comparison chart

The following chart indicates some of the areas where pedagogy may differ between Sri Lanka and Canadian schools. This is a generalized statement, and certainly will not apply to all schools in either country.

Teacher - Centred Learning	Child - Centred Learning
Teacher gives the questions	Children generate their own questions with teacher guidance
Teachers provide the correct answers	Teacher guides students to discover a strategy for discovering information appropriate to ability and need
	Teacher ensures that students develop systematic approach to research or problem solving processes
Teachers give information	Child is guided to find information in alternative sources, and to compare the findings, and to draw conclusions
Teacher provides a textbook	
Teacher prescribes content and form for assignments	Teacher / student determine the criteria for evaluating the content, process, and format of final product
Teacher designs the evaluation tools	Systematic feedback is provided as the project proceeds. Peers are encouraged to participate in evaluation of the presentation and content of the final product.

4.4 Research Findings on Modalities of Learning

After a month, learners remember:

14 % of what they heard

22 % of what they saw

42 % of what they saw and heard

70 % of what was handled as a "remembered life experience or a created life experience involving left and right brain activities

83 % of what was converted into Action or used in application in another setting or used experientially with others

91 % of what he thinks he taught to somebody else

4.5 Qualities Desired in Selecting Teacher Librarians

During each of the interviews, individual were asked what qualities they felt were most important in the role of teacher-librarian. Principals and Directors of Education were very clear in the following list of priorities.

Demonstrated passion for learning
Personable with all types of people
Quality facilitator skills / people skills / leadership skills
Well organized, and knows how to manage time wisely
Knowledgeable in pedagogy, curriculum, and school library operations
Capable in the use of technology in the classroom
Flexible
Loves working with kids / child centred
Likes helping others, esp. peers / teamworker / willing to share the credit

When the question was posed about the qualities needed for a District or Regional Co-ordinator, or a Ministry Consultant, all the above were mentioned. [One person also jokingly commented, that people who dwelt at these levels were usually workaholics!]

It is apparent that the quality of the SLIS programme is closely related to the leadership capacity of the teacher-librarian and the collaborative support of an understanding principal. Where these two individuals are a good working team, SLIS is demonstrated to be making a significant change in the educational programme in the schools.

4.5 SLIS Career Positions and the related expectations

The four (4) charts that follow are a synthesis of the work that was observed or discussed during the study tour. In some cases, they represent aspect of the work that was described by the Administrative Leadership teams in the schools and central offices.

Career Positions
SCHOOL LIBRARIAN / TEACHER - LIBRARIAN

Qualifications	Personal Attributes	Roles and Responsibilities
BA/BSc or equivalent	Organizer	Manages time, resources and space effectively (O & A)
BEd/MEd or equivalent	Team worker	Supervises support staff effectively
Teaching Experience	Decision-maker	Imaginative use of resources - time,space,people,materials and equipment
MSLIS or equivalent	Creative	Plans with teachers (CPT)
Computer skills	Likes kids	Shares teaching/modelling activities
	Communication skills	Assists in student assessment
	Planner	Communicator - a thirst for learning (ILS)
	Capacity to work	Models a passion for reading (LCA)
	Conscientious	Integrates ILS into projects (CPT)
	Consistent	Develops strategic plan for SLIS program with principal and teachers including evaluation of same (SMART)
	Willing learner	Masters new trends, including technology and teaching methods and is willing to model and share learnings
	Adapts to change easily	Prepares appropriate publications
		Shares Ref/Info Services/(RIS) professional materials
		Nurtures others to develop their skills

Career Positions: TECHNICIANS

New Positions
Roles and Responsibilities

Library Technicians

1. Cataloguing and processing operations
2. Acquisitions and accounting
3. Mending, repairs and preservation
4. Reference and information services assistance
5. Production of materials
6. Exhibits, displays, publicity
7. Record keeping and statistics
8. Communications and interactions with Faculty and Students

Audio-Visual Technicians

1. Equipment maintenance and repairs
2. Media production: audiotaping, photography, video and graphics
3. Media circulation, scheduling and statistics
4. Networking and interactions with faculty/students/related agencies
5. Management related functions

Electronics Technicians

1. Computer specializations
2. Maintenance and repairs
3. Software evaluation and acquisition
4. Teaching use of software and equipment
5. Management functions
6. Communications and networking

Career Positions
LIBRARY SECRETARY / LIBRARY CLERK

Qualifications	Personal Attributes	Roles and Responsibilities
Grade 12, with business course subjects	Accuracy	All typing or computer produced/ reproduced materials
System-wide staff development training programmes	Consistency	Performs general secretarial functions
On-the-job training	Speedy	Takes initiative to get on with jobs needing to be done
	Follows/Takes instructions	Assists students and staff as needed
	Planner	Manages circulation system
	Efficient	Handles booking/scheduling of space and equipment
	Friendly	Looks after shelving, storage and orderly resource management
	Knowledgeable	Does mending, repairs and preservation tasks
	Creative	Does graphics work related to publications, exhibits and displays
	Personally organized	Maintains accounting records and statistics
	Like Kids	Assists with clerical aspects of materials acquisitions, cataloguing, processing and related data entry
	Wants to learn	Assists in prioritizing needs and activities
	Flexible	Participates in program assessments
	Adaptable to change	
	Understands time management	
	Communicates easily with others	

Career Positions
STUDENT ASSISTANTS / VOLUNTEERS

Volunteers (Adult)

Personal Attributes	Roles and Responsibilities
Accuracy	Maintenance functions
Interested in education	- Circulation
Likes kids	- Shelf reading
Consistency	- Periodicals preparation
Committed	- Data entry
Confidentiality	Copy Work
Follow directions	Read to kids/listen to them read
Completes tasks	Scribe/Publishing Centre
	Displays/exhibits

Student Assistants

Personal Attributes	Roles and Responsibilities
Curiosity	Circulation desk
Thirst for knowledge	Shelving
Manages own time	Data entry
Likes to read or use computer	Materials processing
Likes to organize things	Photocopying
Wants to help	Media dubbing
Career oriented	Equipment circulation
Likes to help others	Discussion group leader
	Library clubs
	Certification credits based on learning program

4.7 Types of Physical Locations to Support SLIS
for the student in the classroom and the teacher

	Classroom (s) Seminar Room(s)	
Computer Laboratory Facilities	Library Resource Centre(s)	Satellite Collections eg. Learning Assistance

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District Resource Centre Services
Central Purchasing (Surrey)
Central Library Processing (Vancouver / Elk Island)
Marian Learning Centre (Burnaby / Elk Island)
Media Distribution Services (Vancouver / Elk Island)
Teacher Centre (Surrey / Elk Island)
District IT Centre (Burnaby / Vancouver/ Elk Island)
Schou Professional Development Centre (Burnaby)

Public Library Services
Burnaby Public Library
Edmonton Public Library
Vancouver Public Library
Britannia Combined School -Community Library
Lower Fraser Valley Networked Resources

University Collaboration
Simon Fraser University Faculty Associates
University of Alberta Distance Education Programme
University of Alberta Knowledge Network
Student Teacher Practicum (UBC)

University Library Resources

Ministry of Education Library Support for its Officers

A list of the sites visited appears in Appendices 9.3 & 9.6
Names of the persons interviewed appears in Appendices 9.2 & 9.5

The sites were visited in random order according to the time available in their schedule. For this reason, much discussion was needed to frame the scope of each programme, and to indicate how these various dimensions fitted together to form a comprehensive whole service.

4.8 Managing the Time in SLIS

1. Random access as needed

This is usually referred to as the open access library where students are permitted to come as they need, for incidental instruction, and for personal choice in reading and working location. The teacher-librarian responds to the individual need. The classroom teacher is usually not involved in the activities

2. Scheduled classes

Requires that certain groups of students must be in the library at specific times whether they have any need to be there or not.

In the elementary school, there is a special place for book circulation, reading promotion activities, and free reading time. A large collection of fiction materials will make this use of the time very productive. A teacher-librarian who is thoroughly aware of the content and approach in this literature will be an invaluable asset to getting children fired up about reading.

Classroom teachers usually find the use of tightly scheduled library access time to be less productive. Teacher-librarians are frequently pressured into providing some kind of lesson or activity (which usually has little correlation with anything that is going on in the classrooms.) Library lessons in this framework have been proven by research to be counter-productive, and usually turn both students and teachers away from the library and its potential.

3. Negotiated scheduled time

When teachers and teacher-librarians work together to plan the learning activities that will occur in the library, then time can be booked to fit the individual, group or whole class as needed. The planning will involve

consideration of the content to be examined,
skills needed by the student to be successful in the activity,
resources in the collection or from other agencies needed,
criteria for the finished product
sharing responsibilities for mentoring and teaching with the students

Research documentation is provided in the auxiliary materials collected during this study tour which prove that the above process is the most effective and efficient use of library time and space. See Lance Curry research in Colorado, Alaska and Pennsylvania, a copy of which appears in the accompanying packet of materials on file at the Ministry or NILIS

4. Blocks of time planned for project activity

When the approach outlined in no. 3 above evolves in a school, there are often times when classroom teachers would like to book a block of two or three periods when the students can concentrate on a particular project. This makes it possible to see completion and success, rather than having to wait until tomorrow or next week for our next scheduled time in the library.

Using this approach, the teachers who are making best use of the library will

have more ready access when they need it. Teachers who do not wish to use the library will not be required to fabricate something to keep their classes involved.

During this study tour, all the above types of scheduling were observed or discussed with the principals, teachers and teacher-librarians.

The most common response was No. 3 where cooperative planning and teaching was most enthusiastically endorsed by all proponents of quality school library service.,

while No. 1 – random access time was the next most popular arrangement.

Some schools had some scheduled classes for certain grades for some times of year, esp. when classes were new to the school.

Orientation programmes for these students were mentioned often.

Rules for Learning

Listen carefully
Exert yourself
Aspire to Achievement
Reason well
Nurture your interests and talents.
- Robert E. Valett

Education is fuel for your future.

The secret for getting ahead is getting started.

Teamwork:
Coming together is beginning.
Keeping together is progress.
Working together is success.

T.E.A.M. = Together Everyone Achieves More.

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5. It Takes a Whole Community to Educate a Child

STUDENTS AS LEARNERS

Principal & Administrative Council V. Principals Head Teachers	Classroom Teachers & Educational Assistants	Teacher-Librarian / School Technology Co-ordinators with Support Staff of Clerks & Technicians	School Support team incl. Learning Assistance Centre Staff Psychologists Speech & Hearing Social Workers School Community Workers

Helping Teachers	Pedagogical Associates	Technology Support Team	Content Area Consultants

Teacher Centres	Central Purchasing Services	Centralized Cataloguing & Processing Unit	District Learning Resource Centre	Information Technology Training Centre	Professional Development Centres

Director of Human Resources	Director of Instruction	Director of Curriculum Implementation	Director of Business Management

District Superintendent

Board of Trustees

Ministry of Education Officers — MOE Library

This chart summarizes the various sites that were visited in order to get a clearer picture of the total field of school librarianship. It reflects the philosophy enunciated by many educators regarding the child-centred approach to learning, and how each of the various agencies must recognize that whatever it does must be with the welfare and learning opportunity as the motivation.

Hence the question that was posed many times: Why do YOU want a school library ?

6. Training Needs for a Teacher-Librarian

6.1 Basic Rationale

Educational leaders were very clear on why they needed a teacher as a teacher-librarian in their schools. School libraries exist to implement the mandated curriculum, and to develop creative and critical thinkers.

Once a quality teacher with **leadership potential** has been identified, it is relatively easy to help them adapt their thinking to the SLIS model. In fact teachers in these categories are usually child-centred individuals, and are interested in using multiple resources to help kids learn how to learn.

Knowledge of a variety of pedagogical approaches was number on in the list identified by principals and teaching peers. With this repertoire, a teacher-librarian can help other teachers adapt their approaches to individual student needs. And, mentoring can be used to help other teachers investigate alternative methodologies for combining their classroom and the school library.

Communication skills / Facilitator skills were number two on the list. This staff member interacts with all teachers and all students in the school on a constant basis. In many ways the skills needed by a teacher-librarian are very similar to those demonstrated by vice principals. While some of these skills and techniques can be taught, usually they are inherent in the individuals approach to people.

Expertise in curriculum management is next on the list generated during this study tour. With so many revisions occurring in all curriculum fields around the world, it is imperative that at least one staff member be very aware of the trends and directions. In such a case, that individual can be a resource to all other staff members.

Ability to manage a large space, collection and tools with ease required both knowledge of school library organization and administration, time management and great flexibility. The focus in the school library is one of quick access and relevance to the curriculum need. School librarians have the 'sixth' sense of what is needed and why, because they have experienced the pressures in the classroom and know what their colleagues are managing in the modern era. Courses in school library management are imperative, but they must focus on child-centred approaches to materials and tools. Being able to teach the independent learning skills to individuals and groups as needed, or as planned with the teacher is critical in the preparation for the role as teacher librarian.

Demonstrated love of learning, enjoyment of reading, and creative impulses are imperative in all teacher-librarians. Courses can start people on a reading pathway that is endless and enriching. Courses can be provided to explore ways to motivate readers at all ages.

6.2 Training Components

Experts at the various training colleges and universities have made available brochures outlining their various course offerings. Booklets were compiled to accompany this document. Most of this information is readily available on the websites for University of Alberta and University of British Columbia.

While Distance Education is becoming the most popular delivery model in Canada, many classes are still taught on campus in face to face situations. Provision is also made for instructors to travel to distant locations to meet group needs. (e.g. U of A. to Hong Kong, or UBC F of Edn to interior B.C.)

Both the above institutions are interested in opening discussions with the Sri Lankan Ministry and NILIS regarding deliver of training programmes appropriate to local needs.

Provincial, Zonal and Principal Commitment to the Concept Needed

Considerable discussion evolved around the need to train large groups of teacher-librarians before there is a clear understanding developed in the administrators of the schools, and their teachers as to how the new position will actually make a difference in their work, workload, and success on examinations. IT WAS VERY STRONGLY RECOMMENDED that the Sri Lankan Ministry must involve administrative leader, head teachers, community leaders and other influential people in discussions about the modern role and impact that school libraries could provide to the changing educational scene.

6.3 Lighthouse / Model / Demonstration School Library & Information Services Centres

The development of strategically located **Lighthouse / Model / Demonstration School Libraries** in each of the provinces immediately was urged.

The **purpose** of these school libraries would

- show what a modern school library & information centre is physically
- model the kinds of programmes expected in modern SLIC
- display appropriate collections in print and electronically for a modern school
- demonstrate the role of the teacher-librarian
- provide a visitation site for student teacher's in training
- serve as a networking centre for people in the zone or province
- help teachers see how a quality SLIS staff and program can help them teach more effectively
- provide a focal point for the community to see how reading and research can make a different in students knowledge, attitudes and behaviour

Selection criteria for the LIGHTHOUSE Schools by the Provincial Officer should focus on the following critical factors:

1. a ***principal*** who is interested in the innovation, and willing to experiment with programmes and issues related to change strategy among his / her teachers

2. a ***staff member*** who has demonstrated leadership and pedagogical skills with students that focuses on child-centred learning (and who may also have had significant success in the national examinations system), and who would like to embark on an alternative career in educational leadership (other than administration)

3. a school that has a 'good' ***library space*** now, or has recently renovated facilities to house the experimental programme

4. a school that has recently received the ***computers*** on the special Ministry initiative, and which may have developed a computer lab that is combined with or in very close proximity to the library space.

5. a school that may already have some ***collection*** of materials which will make it possible to do research and problem-solving activities with students, and where the students will have good success in completing the activities.

6. a **school staff** that wants to be involved in the teaching-learning experiment

7. a **National College of Education** within easy commuting distance so that faculty members could use the site for training purposes too.

Individuals who have been selected to work in the Lighthouse Schools should be given **priority training.** It should be intense and focused on practical SLIS application to the school curriculum. Without teacher-librarians who have in-depth understanding of the vision and scope of quality school libraries providing exemplary leadership in some Lighthouse schools, it will be difficult to sell the concept.

Arranging to have leaders from the Provinces and Zones participate in a **Study Tour** to Canada to see model situations is very important. While Sri Lanka may not reach these standards immediately, there will be a vision of what is needed, and imaginative leaders can begin to develop strategies to move in these directions.

6.4 Immersion Training Courses

It was urged that a qualified and experienced teacher-librarian should be contracted to come to Sri Lanka to present **INTENSIVE TRAINING** for the first group of Lighthouse Library Staff. These courses should run for two (2) three weeks phases, with a supervised practise period in the schools.

Phase II, also of three weeks, would be given after the individuals have had some time to experience the difficulties of working alone in schools, and the various issues related to change agents in schools. With skillful training and encouragement and location of resources, these teacher-librarians would be able to demonstrate how school libraries could make a

difference.

Consideration should also be given to including individuals from National Colleges of Education in some of these Intensive Training sessions so they would be better able to understand the focus for modern school librarianship. These individuals would then be able to adapt the existing training packages for use with student teachers. Also the NCOE staff could be excellent resource leaders in the Lighthouse / Model / Demonstration schools for continuing teacher education activities.

Local professionals could be recruited to participate as learners in the Intensive Training sessions, and according to their expertise as some of the teachers. A classic example would be in the area of Sri Lankan Children & Young Adult Literature, which should be presented by a local expert. Similarly, expertise in computer operation might well be supervised in the lab by a local trainer.

Using a **cascade model,** and once the first 25 have been trained, a second 25 would be recruited from the zones to compliment the first group. These candidates should also be strategically allocated within the criteria noted above. The Second Training group should begin within as week of the conclusion of the Phase I of the first group, and with some time for feedback and revisions to the programme. They would progress to schools after three weeks, would work with assistance and supervision from Zonal and Provincial Officers, and the original trainer. Then after an appropriate period, they would return for Phase II of the Intensive Programme.

With the first fifty people in the field, probably within a six to eight week period, a **Peer Support Network** could be established to help them communicate with each other. Sharing successes and helping in the revision of the training process would be imperative.

As graduate students return from **training abroad** they too will need to be involved in the cascade training sessions, implementation and supervision. Likewise, as the first graduates of the Lighthouse model become more expert in applying their learning, they can be used in the provinces and zones to mentor other beginners (who may have taken the NILIS one week course, or other alternative training.)

It is projected that one hundred graduates from the Immersion Course could be placed in the field with three to four months. With the assistance of other professional librarians who could participate in the training programmes, this cadre could fan out to implement training in many areas.

6. 5 TRAINING OPTIONS FOR TEACHER-LIBRARIANSHIP at University of Alberta

For details regarding the courses at University of Alberta, one is encouraged to refer to the website: http://www.quasar.ualberta.ca/tl-dl

Continuing education programmes are also available for Master's and Diploma programmes

Individual courses may be taken for credit for continuing professional education or as part of a program:

Diploma
Master of Education
Master of Library & Information Studies

The following courses are provided:

Leadership in Information Literacy
Resource-Based Instruction
Information Technologies for Learning
Organization of School Library Materials
School Media Centres
School Library Collection Development
School Library Information Materials
Issues in the Use of Information Technologies for Learning
Canadian Literature for Young People in Schools and Libraries
Research in School Libraries
Comic Books and Graphic Novels in School and Public Libraries

For information about programmes, please contact

Dr. Dianne Oberg, Chair, Department of Elementary Education
551 Education South
University of Alberta
Edmonton, Alberta T6G 2G5
Phone: 780 - 492-4273 ext. 225
E-mail: doberg@ualberta.ca

6. 6 TRAINING OPTIONS FOR TEACHER-LIBRARIANSHIP at University of British Columbia

School of Library, Archival & Information Studies

Degrees in
1. Librarianship
2. Archivist
3. School Librarianship
4. Master of Teacher-Librarianship

Faculty of Education

Master T -L Degree jointly with SLAIS	T -L* Diploma 30 credit hours hours [10 courses of 39 hours each]	T -L* Certificate 15 credit hours hours [5 courses]	Teacher Degree with Student Practicuum with T-Lns in selected schools

For details contact:
Dr. Ken Haycock
UBC. SLAIS

* Delivered by Dr. Asselin & sessional lecturers from the field

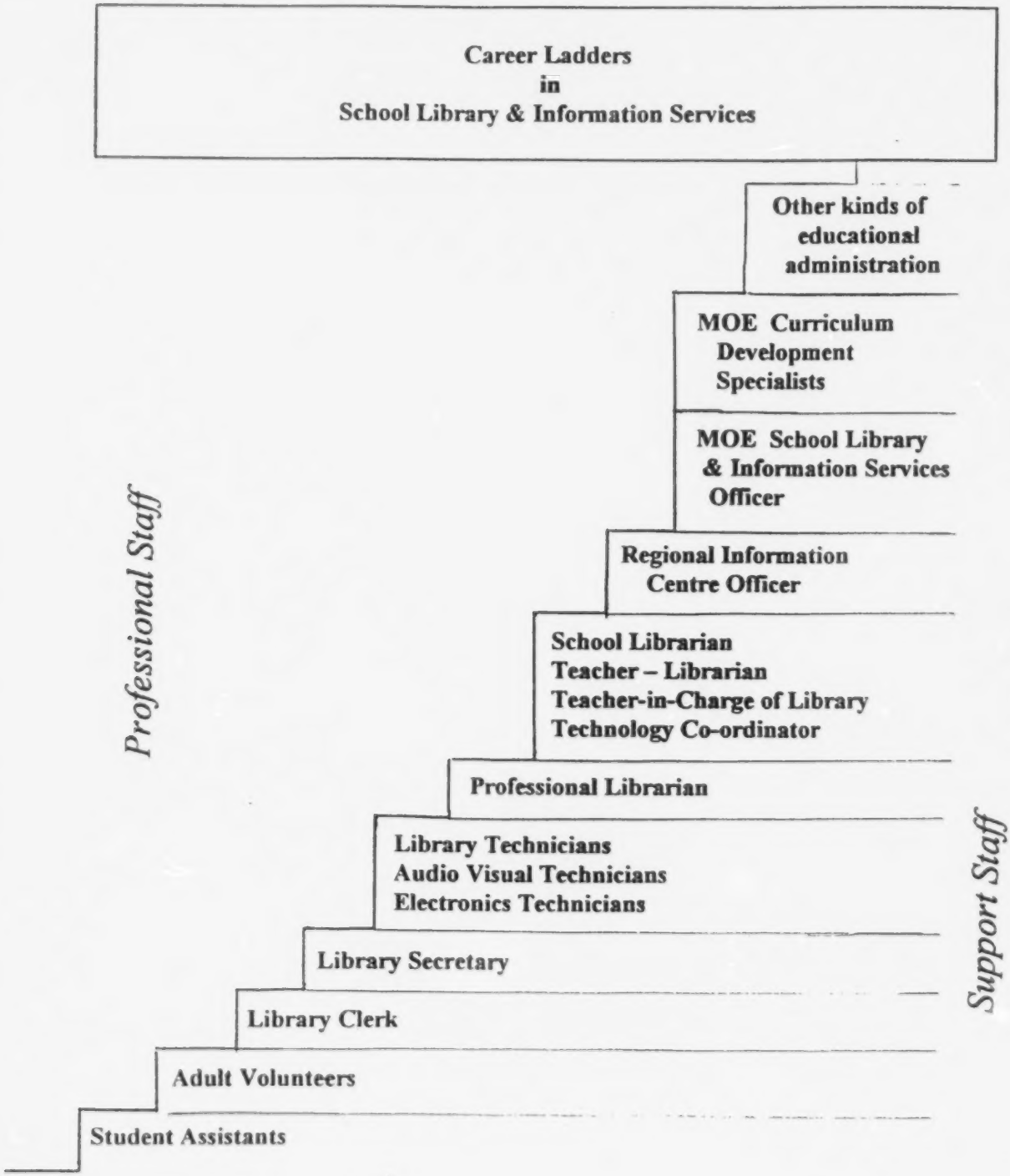
1. Classroom -Fact to Face on campus in summer
2. Distance Education
   - 2.1 Web-based ... all courses
   - 2.2 Traditional Print / Correspondence
   - 2.3 Face to face in outlying districts

All Distance Ed courses are provided through the Office of Continuing Professional Education

Resources

1. Walter C. Koerner Main University Library
2. SLAIS Laboratory
3. Faculty of Education Library (Adams)
   - -Collections
   - -Instructional Services Librarian (Naslund)
4. Faculty of Edn. Language & Literacy Education Research Centre (McPherson)

6. Career Ladders in School Library & Information Services



7. Summary

This opportunity to visit school libraries, administrative personnel and university programmes that offer training in school librarianship has proven to be most informative and helpful.

It has provided many ideas for future development in Sri Lanka. And in so doing has given a new vision of the impact that school library & information programmes can have for positive changes in the education process.

The recommendations for this report summarize the key learnings for this project.

8. RECOMMENDATIONS

0. GOAL
0.0 STRATEGIC ACTION

1. To provide a clear mission statement for the purpose and role of the school library and information services (SLIS) in the education programme
1.1 Review the SLIS Mission Statement, and
1.2 Distribute this statement widely as Ministry policy

2. To state clear guiding principles for SLIS within the education framework
2.1 Review the SLIS guiding principles for the establishment of school library programmes, and
2.2 Disseminate this statement of policy from the Ministry regarding the scope of SLIS to be established

3. To provide a statement of policy from the Ministry regarding the scope of SLIS to be established
3.1 Distribute widely the existing Policy accepted by the Ministry, as prepared 1999

4. To initiate a process for selecting personnel for school libraries in the provinces
4.1 Publicize criteria widely.
4.2 Consult with Provincial Officers in the selection of candidates for all other schools for short term temporary training.
4.3 Establish criteria for selecting candidates for special demonstration / satellite projects for immediate and immersion training in each Province

5. To initiate training programmes at various levels as soon as possible
5.1 Contract with NILIS to train the 75 Trainers who will work with the newly recruited teacher-librarian.
5.2 NILIS Trainers will undertake a one week programme for school personnel as soon as possible
5.3 Conduct separate seminars for Provincial Officer and School Principals from the schools for which the SLIS personnel have been selected
5.4 Use the Trainers to work with teachers to help them become more familiar with the concepts of a modern SLIS programme and how it could impact on their teaching.
5.5 Encourage some NCOE faculty members to participate in the training programme to become future trainers in their institutions as Integrated Courses for Teacher Training Institutions are developed.
5.6 Consider establishing demonstration SLIS projects in each of the provinces to provide

models that people can observe of how a school library should be set up and operate as an integral part of the teaching-learning process

5.7 Contract an experienced and qualified teacher-librarian to conduct an intensive Immersion Training programme for personnel working in the demonstration schools, and to work closely with the principals from these schools to implement model programmes.

6. To ensure that students are sent to study abroad in programmes which emphasize the role of the teacher-librarian in their training

6.1 Review the course content for potential programmes where candidates may be enrolled

6.2 Select Faculties of Education or Schools of Library and Information Studies that have a recognized track record in the development of teacher-librarians

6.3 Examine the option to use Distance Education programmes to augment local training programmes in Sri Lanka

7. To provide appropriate facilities to house the collections and technology related to modern SLIS

7.1 Ministry to assist Provincial Officers in establishing priority lists of schools to be renovated to accommodate a modern SLIS, including electronic technology, esp. as related to the criteria for selection of demonstration or model schools

7.2 Ministry should provide guidelines for building renovations.

7.3 Ministry should continue to provide quality collections of reading resources for young readers in as many schools as possible.

7.4 Ministry should deliver collections of relevant reading materials in English to all the High Schools that are teaching the Advanced Level English programmes

8. To develop an awareness campaign regarding the scope and direction of a modern SLIS programme

8.1 Ministry to assist Provincial Officers in conducting seminars for principals, by providing exemplary background materials, offering discussion facilitators, arranging tours to demonstration centres

8.2 Ministry to assist Zonal Officers in conducting community seminars regarding the role and value of modern SLIS (sample 8.1)

8.3 Ministry to encourage School Principals to work with teachers to explore the value of resource-based teaching models as modeled in the demonstration schools

8.3 SLDU to work closely with Curriculum Implementation Officers to advocate and promote the use of demonstration schools in their staff development work.

9. To review current curriculum to identify the information literacy and independent learning skills appropriate to each unit and topic

9.1 Prepare supplementary documents as necessary to include this information in the cases where recent curriculum revision has been completed, but where the relevant skills have not been imbedded in the curriculum guides

9.2 Assist Principals, Project Officers and SLIS personnel related to the demonstration schools in the implementation of these skills in a co-operative and collaborative way with the teachers in their schools

9.3 At in-service training sessions for teachers, information and demonstrations of methods to integrate the SLIS as appropriate to their curriculum teaching area should be undertaken.

10. To promote changes in training to ensure that student teachers have opportunity to experience resource-based teaching and child-centred learning

10.1 Share all documents produced by the Ministry relative to the Mission Statement, Guidelines, Policy Statements, and revised curriculum documents with Faculty members at NCOE

10.2 Encourage NCOE staff to participate in the implementation of the demonstration SLIS programmes

10.3 Ensure that NCOE libraries receive copies of all multiple purchase items for schools to become part of their regular demonstration library collections for use by student teachers, esp. books distributed in 2000 from World Bank funds related to the BOBLEP Program

10.4 Assist NCOE staff members to participate in a programme similar to the Immersion Training programme for SLIS personnel

10.5 Encourage the development of a course for use in the NCOE for all teachers in training that would demonstrate the integration of the SLIS programmes and activities in their regular teaching programme.

11. To develop a funding strategy so that the SLIS project will continue after the GEP II is completed in 2003

11.1 Prepare appropriate funding allocations in the annual National Budget

11.2 Encourage Provincial Officers to establish annual funding priorities to ensure continuation of this programme on a long-term basis

11.3 Seek funding from alternative community and national sources to supplement the above initiatives.

11.4 Provide centralized services to support the needs of the developing school collections, including centralized cataloguing and processing in manual or electronic formats according to the needs of the various local settings

12. To develop systematic Staff Training and Development for all new recruits to the service

12.1 Ensure that all new personnel hired to SLIS positions have opportunity to progress through the various levels of training from
Preliminary Training, Immersion Training, Certificate Training, Diploma Training, and Degrees according to individual ability and employment needs

12.2 Ensure that all new teachers entering the service have come through a programme that has demonstrated and modeled the active integration of SLIS into the teaching / learning process.

12.3 Encourage education leaders to consider the degree to which SLIS are used effectively

when they evaluate the teaching staff regularly in each school

12.4 Provide programmes of staff development at the Provincial and Zonal level which will exemplify the role of SLIS in a modern context, and on a continuing basis

12.5 Assist Provincial and Zonal staff to keep up to date with changes in SLIS programmes esp. related to integration of the technology into the classroom teaching programmes

12.6 Provide forums and networks for Provincial Officers to share information about SLIS developments

13. To facilitate the growth of Teacher Centres in each province as a staff development vehicle

13.1 Use the Teacher Centres in each province as a vehicle for providing staff development programmes related to the effective use of SLIS in all curriculum and pedagogical areas

13.2 Ensure that the Teacher Centres have a collection of the model materials distributed through the BOBLEP Programme, and subsequently in other distributions

13.3 Provide additional National funds to ensure that the Teacher Centres have continuing up-to-date collections of exemplary materials and technology, esp. as identified in revised curriculum documents

13.4 Ensure that the staff member responsible for the operation of the Teacher Centre has an in-depth appreciation for the role of SLIS in support for all curriculum applications

14. To develop an interactive network among the staff working in the Teacher Centres, Information Technology Programmes and the School Library Development Unit

14.1 Ensure that all leaders in these fields are connected on an electronic communication service.

14.2 Assist all leaders to become proficient in the use of the electronic communications media so that they can model this application to all staff

14.3 Arrange regular communication opportunities, including electronic mail, messaging systems, meetings, seminars, conference and publications.

9. **Appendices**

9.1 SRI LANKA TOUR: SCHOOL LIBRARY PROGRAMMES
British Columbia Schedule 09 - 17 March 2001

Guest:
Mr. W. Dharmadasa, Director
School Library Development Unit
Ministry of Education
"Isurupaya" Pelawata
SRI LANKA
E mail: sldu@itmin.com

Host: Gerald R. Brown
Consultant, SLIS
3403 - 55 Nassau Street North
Winnipeg, Manitoba
R3L 2G8
Phone: 204-284-5620
E mail: browner@escape.ca

Contact in Vancouver: Best Western Kings Inn
5411 Kingsway, Burnaby Phone: 483-1383 ext. 320

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
04	**05**	**06**	**07**	**08**	**09** 9:35 a.m. Cathy Pacific 12:45 Coquitlam Mary Hill Elem School Mark Roberts	**10** Vancouver Public Library Whistler Mountain Skiing Horse Shoe Bay Ferry Boat Terminals
11	**12**	**13**	**14**	**15**	**16**	**17**
Burnaby Public Library	**U B C** **SLAIS** Haycock Lighthall **F. of EDN** Asselin Adams Naslund Mcpherson Austrom	**Surrey (36)** TAC Morton Maclean **Delta (37)** Beach Grove Elementary Soon Blasser	**Burnaby (41)** DRC / ITC Findlay Forest Grove Elem Allen North HS Kaplan LRC Smith Director of Edn: Curric. Peterson	**Vancouver (39)** SBO DRC ITC Wright Britannia School Walker Shaughnessy School Tripp	**Coquitlam (43)** Winslow Centre DRC Bens	9:00 Air Canada Flight 1870 to Edmonton

9.2 People Contacts - Lower Fraser Valley / Mainland B. C.

1. Adam, Sheryl. Head Librarian, UBC Faculty of Education Library
2. Allen, Jane. Teacher-Librarian, Forest Grove Elementary School, Burnaby
3. Austrom, Liz. Retired teacher-librarian, UBC Faculty of Education Volunteer Mentor
4. Bens, Shirley. Co-ordinator, Library & Technology, Winslow Centre, Coquitlam
5. Blaser, Sheryl. Teacher-Librarian, Beach Grove Elementary School, Surrey
6. Findlay, Patricia. School Library Co-ordinator, Burnaby
7. Gannon, Mrs. Teacher-Librarian, Burnaby North High School
8. Giacomazza, Fran. IT Co-ordinator, Burnaby
9. Haycock, Ken. Director. UBC. SLAIS
10. Kaplan, Oddie. Teacher-Librarian, Burnaby North High School
11. Kiewitz, Ken. Co-ordinator, Learning Resources, Burnaby
12. Lee, Elizabeth. Associate Professor, UBC. faculty of Language and Learning Program
13. Lighthall, Lynne. Associate Professor, UBC. SLAIS
14. MacLean, Heather. Teacher Centre Co-ordinator, Surrey
15. McPherson, Keith. Coordinator, UBC Faculty of Ed Language Education Research Centre
16. Morton, Gloria. Purchasing Agent, Surrey
17. Peterson, Murray. Director of Instruction. Burnaby
18. Naslund, Joanne. Instructional Services Librarian, UBC. Faculty of Education
19. Roberts, Mark. Teacher-Librarian, Mary Hill Elementary School, Coquitlam
20. Roy, David. Technologist, UBC Office of Continuing Professional Education
21. Shutek, Joanne. Principal, Forest Grove Elementary School, Burnaby
22. Smith, Wendy. Manager, Marian Learning Resource Centre, Burnaby
23. Soon, Gerald. Principal, Beach Grove Elementary School, Delta
24. Tripp, Sheila. Principal, Shaughnessy Elementary School, Vancouver
25. Walker, Judi. Head, Britannia Community Library, Vancouver
26. Willcocks, Ann. Principal, Burnaby North High School
27. Wright, Elizabeth. Librarian, Media & Library Services, Vancouver

9.3 Sites Visited: B. C. Lower Fraser Valley / Mainland

Burnaby No. 41
- Administrative Offices
- Burnaby North High School
- Forest Grove Elementary School
- Marian Learning Resource Centre
- Schou District Professional Development and Instructional Technology Centre

Coquitlam No. 43
- Mary Hill Elementary School
- Winslow Centre

Delta No. 37
- Beach Grove Elementary School

Surrey No. 36
- Curriculum & Instructional Services Centre
- Teacher Centre

Vancouver No. 39
- Vancouver School Board Administrative Offices
- Britannia Community School
- Shaughnessy School

Public Libraries
- Burnaby Public Library
- Vancouver Public Library

University of British Columbia
- Faculty of Education
  - Central Library
  - Language & Literacy Research Centre
  - Office of Continuing Professional Education
  - Teacher-Librarianship Program
- School of Library, Archival and Information Science
- Walter C. Koerner Library

9.4 SRI LANKA TOUR: SCHOOL LIBRARY PROGRAMMES

Alberta Tour Schedule **19 - 24 March 2001**

Guest:
Mr. W. Dharmadasa, Director
School Library Development Unit
Ministry of Education
"Isurupaya" Pelawata
SRI LANKA
E mail: sldu@itmin.com

Host: Gerald R. Brown
Consultant, SLIS
3403 - 55 Nassau Street North
Winnipeg, Manitoba
R3L 2G8
Phone: 204-284-5620
E mail: browner@escape.ca

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
18	**19**	**20**	**21**	**22**	**23**	**24**
B.C. Program Analysis & Debrief Report Drafts Buddhist Research Institute	10:00 Alberta Learning Library Judy Sponholz	Elk Island Public School ---- 9:00 L. R. C. Teddy Moline Rhoda Albert 10:30 Literacy Prgm Marilyn Macykj 11:00 DRC Consultant Roles	E I P S {Sherwood Pk] ---- 8:30 Bev Facey High Linda Boaras 9:45 Haythorne Jr. High Pat Kimura			
Spruce Grove Arenas City Tour	1:30 U of A F. of Edn Kay Steward Library Josie Tong Knowledge Common Jerry Kowalyk	12:40 Westboro Elem School Cheryl Went 2:00 Ardrossan Sec School Judy Whetstone 3:45 Assoc Supt Dianna Millard	12:30 EPS ESL Consultant Nina Brown 2:30 J. G. Wright (Retired) Director Lib School	1:00 EPS Central High Lois Barranoik 3:00 U of A F of Edn Grad School Dr. Dianne Oberg		12: 00 Provincial Museum Exhibit Edmonton Public Library 7:30 p.m Air Canada Flt: 3645

Contact Number in Edmonton 780-469-2442

9.5 People Contacts - Alberta: Edmonton & Sherwood Park

Alberts, Ronda Itinerant Teacher-Library, Instructional Services, Elk Island
Barranoik, Lois. Graduate Student, U of A / on leave Central High School, Edmonton
Boras, Linda. Teacher-Librarian, Bev Facey High School, Elk Island
Brown, Nina. Consultant, ESL, Edmonton Public Schools
Cimolini, Ray. Principal, Central High School, Edmonton
Cook, Linda. Director, Stanley A. Milner Library, Edmonton Public Library
Faulkner, Janet. Library Technician, Westboro Elementary School, Elk Island
Kimura, Pat. Teacher-Librarian, F. R. Haythorne Junior High School, Elk Island
King, Carolyn. Director: Instructional Services, Elk Island
Kowalyk, Jerry. Science & Technology Librarian, U of A
Lindquist, Irm. Supervisor of Home Education, Elk Island
Macyk, Marilyn. Literacy Initiatives Co-ordinator, Elk Island
Millard, Dianna. Associate Superintendent, Instructional Services, Elk Island
Moline, Teddy. Director of Programs: Instructional Services, Elk Island
Oberg, Dianne. Chair, Department of Elementary Education, U of A
Richardson, Karen. Principal, Ardrossan Jr / Sr High School, Elk Island
Sponholz, Judy. Librarian, Alberta Learning Ministry Library, Edmonton
Steward, Kaye. Program Co-ordinator, U of A Teacher-Librarianship by Distance Learning
Tong, Josie. Head, Public Services, Herbert T. Coutts Library, U of A, Education South
Whetstone, Judy. Teacher-Librarian, Ardrossan Jr / Sr High School, Elk Island
Went, Cheryl. Teacher-Librarian, Westboro Elementary School, Elk Island
Wood, Mary Ann. Principal, Westboro Elementary School, Elk Island
Wright, John G. Retired Professor, U of A SLIS & Faculty of Education

9.6 Sites Visited in Alberta. Edmonton & Sherwood Park

Edmonton Public Schools
- English as a Second Language Programme
- Metro College of Continuing Education

Elk Island Public Schools
- Administrative Office
- Ardrossan Junior / Senior High School
- Bev Facey High School
- F. R. Haythorne Junior High School
- Learning Resource Centre
- Westboro Elementary School

University of Alberta
- Department of Elementary Education - Administrative Offices
- Education Library & Laboratories
- Knowledge Common
- Science & Technology Library
- Teacher-Librarianship by Distance Education Program

Vietnamese Buddhist Research Centre

9.7 Sri Lanka School Library Mission Statement

Draft 99.11.13

The mission of the Sri Lanka School Library & Information Services programme is to work cooperatively with all school staff members in providing learning experiences, resources and facilities which

- ensure that students can effectively locate, comprehend, analyze, question, and communicate ideas and information in their pursuit of independent life-long learning
- encourage literary and cultural appreciation;
- nurture creativity; and
- promote the enjoyment of reading, viewing and listening.

9.8 Sri Lanka Guidelines for School Library & Information Service Programmes

School libraries function as an integral part of the total educational programme. The goal of the School Library & Information services programme is to facilitate the richest educational opportunity for each individual student. To reach this goal, the following ***objectives*** give purpose and direction to the school library & information services programme:

- To provide opportunity for integrated skill development appropriate with the classroom teaching and learning programme.
- To encourage growth in knowledge, that will develop literary, cultural and aesthetic appreciation of our multi-cultural community and nation.
- To provide qualified professiona, personnel who can make available informed and concerned guidance in the use of library & information services and resources in the school, at zonal level, at the provincial level and beyond, which will personalize teaching and individualize learning.
- To provide a comprehensive collection of instructional materials that will support the curriculum, taking into consideration the varied interest, abilities, socio-economic backgrounds and maturity levels of the students served.
- To provide facilities and organizational arrangements that are responsive to local needs and the changing demands of each constituency.

9.9 Bibliography of Documents Collected for Sharing with Professional Colleagues

The following materials were received from the various sites visited and colleagues who discussed them in context. They are provided as a separate collection for professional use in preparation for succeeding Study Tours, personal study and professional reference. It is hoped they will be added either to the Ministry Library or to the NILIS collections for the broadest possible use.

Alberta. Calgary Board of Education.
"School Libraries Supporting Quality Learning" 1999 8 p

Alberta. Edmonton Public Library
Join the Library & Invest in your Mind. Information brochure 2001
http://www.publib.edmonton.ab.ca
The Alberta Library Card http://www.library.ualberta.ca/altalib/

Alberta. Edmonton Public Schools
Blueprints for Success 2001 Conference 02-05 May 2001 (brochure)
http://blueprints.epsb.net
Centre High School at the Boardwalk)
CTS Integrated Modules, by Lois Barraniok
English 30
Biology 30

Consulting Services: http:// www.consultingservices.epsb.net
Metro Community College. English Language Institute.
English Language Programs for International Students
High School Programs

Alberta. Elk Island Public Schools
Administration / Parent's Brochure 2001 http://www.ei.educ.ab.ca
Ardrossan Junior Senior High School. Handbook 2001 - 2002 24 p
http://www.ei.edu.ab.ca/sch/ajs
Website Resource List 2000 (assignment sample)

Bev Facey Community High School. Brochure 2001

F. R. Haythorne Junior High School. Student Handbook 2000-2001
http://www.ei.educ.ab.ca/sch/frh/

Alberta Learning. Library Services. Guide to Services 2001 - 2002. (Brochure)

Alberta. Learning Resources Council.
Research Folder 1995

Alberta Teachers Association

Public Education ... it's time to invest. http://www.teachers.ab.ca

Alberta. University of Alberta.

Department of Elementary Education.

Graduate Programs 2001 - 2002

Application for Graduate Admission

Master of Education in Elementary Education

Teacher-Librarianship by Distance Learning (brochure)

http://www.quasar.ualberta.ca/tl-dl

Faculty of Graduate Studies and Research

Herbert T. Coutts (Education & Physical Education) Library (brochures)

Annotations and abstracts

Circulation Policies

Code of Library Conduct

Critical Reviews of Journal Articles

Curriculum Materials: Evaluation

Education Statistics

Environmental Education

Gifted and Talented

Learning Systems http:www.ualberta.ca/LS

Lesson Plans and Unit Plans

Observation Techniques for Student Teachers

Ten Things a New Student Should Know About the University of Alberta Libraries

American Association of School Librarians

Access to Resources and Services in School Library Media Program:

An Interpretation of the Library Bill of Rights 11/14/2000

http://www.ala.org/aasl/positions/ps_billofrights.html

Information Power: Program Administration Principles of School Library Media Programs. 11/14/2000

http://www.ala.org/aasl/ip_principles3.html

B. C. Burnaby Public Library

Welcome to Burnaby Public Library

Public Library InterLINK User Information / Library Directory

Reading Lists: 1. First Steps in Reading

2. Stepping Up to Picture Books
3. Getting Ready for Chapter Books
4. First Chapter Books
5. First Novels
6. Middle Intermediate Reading
7. Upper Intermediate Reading
8. Bridging the Gap

B. C. Burnaby School District No. 41

Directory of Schools, Services & People
Schou Education Centre http://schou.sd41.bc.ca/Schou_contents.htm
Technology Learning Centre: http://schou.sd.41.bc.ca/tlc_contents.htm
sample projects and activities
Forest Grove Elementary School ... sample materials
Burnaby North High School Sample Project Assignment
Marian Learning Resources Centre ... brochure & sample
Report Cards: Primary / Grades 4 - 7

B. C. Coquitlam School District No. 43.

Basic Science Concepts for Teachers: 7 pages
Energy; Forces and Machines; Electricity; Magnetism; Light & Sound;
Properties of Matter; Chemical Change; Rocks and Erosion;
Earthquakes and Volcanoes; Space Science; Weather; General Biology;
Human Biology; Environmental Science
Learning Outcomes for Information Literacy: Coquitlam CD - ROM June 2000

Using Student Talent to Enhance Modalities of Student Learning
Workshop materials distributed by Gary G. W. Bradley
Welcome to Coquitlam: k-12 Library & Learning Resources.
http://www.s95.sd43.bc.ca:8000/district/home.htm

B. C. Delta School District No. 37

Beach Grove Elementary School, written by Mr. Pete McMartin (parent)
Beach Grove Birders: Summer Journal Special Issue Year 2000 62 p

B. C. Ministry of Education. ***Evaluating, Selecting and Managing Learning Resources: A Guide.*** Revised 2000 130 p
Curriculum Publications. CD - ROM
http://www.bced.gov.bc.ca/curriculum/

B. C. Surrey School District No. 36

Instructional Booklets Annotated Catalogue January 2001
Recommended Learning Resources. Handbook for School Oct 2000.
Science Fair. Master Reference Copy 2001
Singularity: Novel by William Sleator - Teaching Suggestions, Grade 9
Surrey Schools: Building Capacity for Social Action
Teacher Centre (brochure)
Tech 4 Learning II: Practical & Classroom Tested Workshops
Making Change: Staff Development Council of British Columbia
B. C. Education News Jan / February 2001 sample

British Columbia Teacher-Librarians' Association

Research Quest: A Student Guide (Poster)

B. C. Vancouver Public Library.
http://www.2.vpl.vancouver.vbc.ca/
Britannia Community Library 4 p.
Check it Out ! Newsletter Winter 2001
Children's Programs January - June 2001
Self-Guided Architectural Tour of the Central Branch at Library Square
Self-Guided Tour of the Children's Library & Youth Department

B. C. Vancouver School Board No. 39
How it works .. administrative brochure http://www.vsb.bc.ca
School Calendar for Parents: Elementary / Secondary / Options 2001
Britannia Community Library 4 p
Shaughnessy Elementary School. 2000 http://www.shaughnessy.vsb.bc.ca

B. C. University of British Columbia.
Education Library
Education Library Collections and Staff
http://www.library.ubc.ca/edlib/about1.html
Education Library Mission Statement
http://www.library.ubc.ca/edlib/mission.html
Guide to Campus Libraries
Guide to Education Library
Guide to Lesson and Unit Plans
How to Use Children's Reference Plus
Information Connections, Spring 2001
Integrated Resource Packages (IRPs) k-12 in the Education Liberia
Naslund. Teaching and Learning Enhancement Grant Report
Naslund. Information Competencies in Revised Teacher Education Program
Term Paper Research: Getting Started

Faculty of Education. Language and Literacy Department
Teacher Librarianship:
Certificate in Teacher-Librarianship
Diploma in Teacher Librarianship
Library Education Courses
Masters' Degree in Teacher Librarianship
Language and Literacy Education Research Center
http://137.82.72.1/LERC/home.htm
Asselin, Marlene. *"Poised for Change: Effects of a Teacher Education Project on Pre-service Teachers' Knowledge of the School Library Program and the Role of the Teacher-Librarian. in* School Libraries Worldwide Vol. 6, No. 2, 2000 p. 72-87

Office of Continuing Professional Education

http://www.ocpe.educ.ubc.ca

UBC School of Library, Archival & Information Studies.
Masters Program brochures
Haycock. Teacher-Librarianship
Haycock, Ken. ***What Works:*** School Libraries Make a Difference. Oct 2000

Canadian School Library Association. ***School Libraries in Canada*** Vol. 20, No. 1, 2001
"Sources: A compilation of useful information for teachers and teacher-librarians 40 p

Colorado. Department of Education. Library Research Service.
http://www.lrs.org/

Lance, Keith Curry. ***"The Impact of School Library Media Centers on Academic Achievement."*** http://www.ala.org/aasl/SLMR/slmr_resources/select_lance.html
SLMQ Vol. 22, No. 3, Spring, 1994

Manzo, Kathleen Kennnedy. ***"Study Shows Rise in Test Scores Tied to School Library Resources."*** 22 March 2000
http://www.edweek.org/ew/ewstory.cfm?slug=28libe.h19&keywords=school%20library

Humphrey, Jack W. ***"Learning Not to Read",*** **Education Week** 3/1/2000
http://www.edweek.org/ew/ewstory.cfm?slug=25humphrey.h19&keywords=school%20library

International Association of School Librarianship. ***School Libraries Worldwide.***
"Promoting A Reading Culture", Vol. 2, No. 1, January 1996.

Ledwell, Carolyn. ***Building Better Learners: A Parent's Guide to Preparing Students for the Information Age Using the School Library Program.*** ATLC, 1998 24 p

Lee, Janey. **Encouraging Early Literacy in Your Kindergarten Classroom.** Ideas shared at the 5 th Annual Summer Institute on Balanced Early Literacy, 21-22 August 200, Magee Secondary School, Vancouver, B.C.

Loertscher, David V. ***Re-invent your School's Library In the Age of Technology: A Guide for Principals and Superintendents.*** Hi Willow Research 1999 64 p

Noel, Wanda and Gerald Breau. ***Copyright Matters***! Some Key Questions and Answers for Teachers. Council of Ministers of Education, Canada 2000 15 p
http://www.cmec.ca

Science Probe 10. Teacher's Resource Guide. Nelson 1996 Sample Unit.

Sykes, Judith. ***"School Libraries Supporting Quality Learning", Teaching Librarian,*** Vol. 7, No. 3, Summer 2000 p. 21 .